Governance Group Studies Committee Restructuring

Decision - Making Reviewed

By TED HOBSON

The Governance Committee has received a "memo" that proposes replacement of all current College committees with five major councils.

The memorandum, submitted by chairman Nicholas Clifford and Dean of the College Dennis O'Brien, affirms that there is nothing "radically wrong" with the current governance structures, and seeks to "clarify the lines of decision-making" and insure that the Administration is "responsive to the broadest vision of the community."

Four Committees

The suggestion to the Governance Committee outlines four committees — Resource Council, Faculty Council, Community Council and Educational Council — that would assume the responsibilities of all present College committees. The appeals board for the Community Council would be a larger body known as the Council of the College.

The proposal finds no need for major changes in the power structure of the College. All new councils would be advisory to either the faculty or the President. The faculty recommends to the President, who is accountable to the Board of Trustees. The Trustees are the final authority, but in practice they rarely overrule the President. The President in the past has generally followed recommendations from College Committees and the Faculty.

Major Policy

The Clifford-O'Brien recommendation says "It seems reasonable to suggest, however, that some faculty-student-administrative committee could have oversight in all areas of Administrative decision indicated on matters affecting **major educational policy** or **major concerns as an educational community.**"

The proposal warns against "inefficient meddling over minor items which would bring the whole functioning of the College to a grinding halt," and "does not envisage an encroachment on day-to-day management."

Administrative Reports

The suggestions for the new structure include a provision for Administrators to make reports to the appropriate committees. The reports would enable the committees to be "broadly informed about policy concerns in different areas."

In a meeting with the Governance Committee last week President James I. Armstrong told of his reaction to various suggestions outlined in the proposal. He agreed with the stated

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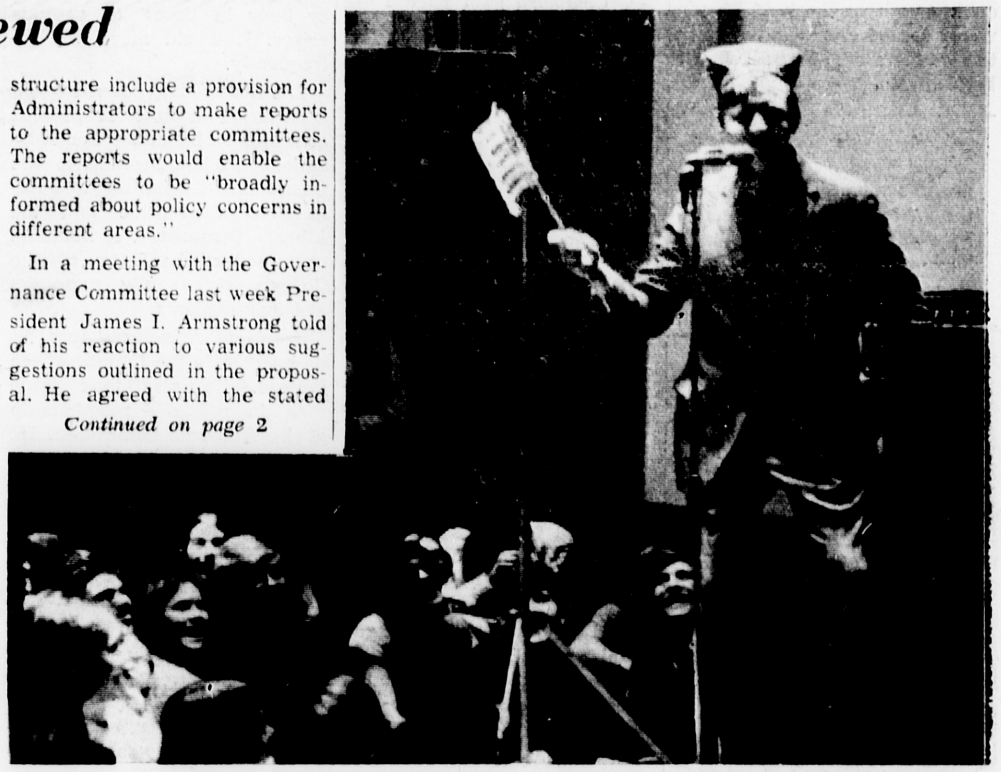

FLAG-WAVING DEAN OF THE COLLEGE Dennis O'Brien performed before a large student audience last Saturday night at the official opening of the new Eating and Social Units. Highlighting the festivities was the coronation of Assistant Dean of Men Dale DeLetis. Entertainment was provided by Mae West, Collier & Smith, and the Rhythm Method.

THE CAMPUS

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Student Initiated Study Proposal Frustrated By Course Procedure

By NANCY GRIMES

The structure of the elaborate geodesic dome suspended over the pit of the Johnson Building is considerably less complicated than the process of instituting a new course at Middlebury College — as several students have recently discovered.

A sub-group of the winter term Industrial Design course, taught by Associate Professor of Classics William Harris, studied some of the theories of Buckminster Fuller. The dome in the Johnson Building is one result of that study.

Another was a student initiated effort to institute a more comprehensive study of Fuller's works. Harris agreed to supervise such a course during the Spring term.

On the last Monday of the term more than thirty students interested in taking the course met to consider how it could be arranged.

Prof. William Harris

Mr. Harris was present at the meeting, and he outlined the program he thought would be most worthwhile. The syllabus, he felt, should include reading and abstract thinking coupled with practical application in a workshop situation.

Four students spoke to Dean of the College, Dennis O'Brien, immediately after the meeting. Dean O'Brien pointed out that it would be impossible to establish the course on a regular basis this Spring, since it was too late to pass it through proper channels.

He suggested, however, that the material might be covered in a group of individual 50's projects. At this conference he told the students that he could foresee no real difficulty in organizing the course.

Later, O'Brien explained that he was speaking in the context

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Students & Administrators Discuss Course, Classics

During the first week of Spring Term the problems of instituting the course in Buckminster Fuller, the confusion about the future of the Classics department, and other more vague tensions generated discussion among a number of students. Various forms of protest were considered, ranging from writing strong letters to the Campus, to a "symbolic take-over of Old Chapel."

Some students got together to discuss problems they had encountered because of their involvement in the course proposal. They felt that the spirit and energy of the Winter term should be extended to the regular curriculum.

They thought that this could be accomplished partly through courses instituted by students and courses with material of fluctuating interest being offered on a 'one-shot' basis. They saw a need for a less cumbersome manner of instituting courses.

These students considered Dean Cubeta's inability to sanction the Fuller course as an example of an overly rigid application of policy. They felt that his application of the three course load rule was a misuse of the regulation that was meant to protect, rather than limit, faculty members.

They sensed that faculty members were reluctant to aid their efforts, out of fear of pressure from Old Chapel. They considered themselves victims of de-

Continued on page

Fate Of Classics In Question

The first Monday of Spring term classes, the two majors in the Classics department were asked by the Dean of the Faculty to arrange conferences with him. The students, both Sophomores, each saw Dean Cubeta that day.

They were informed that Associate Professor of Classics Ursula Heibges had decided to accept a one year appointment as a visiting professor at the University of Indiana. The students also understood that Miss Heibges would not be replaced. They were asked by Dean Cubeta if they would consider either transferring to a different college, or creating a two department program for themselves.

One of the students, having just transferred to Middlebury this year, could not consider changing colleges again. She felt that because she wished to continue post-graduate studies in Classics, a full major would be necessary.

The other student, Alan Fiacre, stated "I was told defi-

Continued on page 6

Faculty Members Assess Winter Term Progress

BY ANN CARA

Several Middlebury professors, interviewed last week, were asked to evaluate the successes and failures of the 1970 Winter Term Program. The sentiments they expressed varied from discontent, to concern, to satisfaction. Some faculty members who were here for Winter Term last year could detect a change in its atmosphere and the general attitude of students. The response of the new faculty members interviewed was, for the most part, favorable — although many professors, old and new, still feel there are certain drawbacks to the 4-1-4 system. There was some concern about the pressure to produce "creative courses." Another common topic was the need for revision of the grading system.

Continued on page 3

I propose immediate character assassination and subsequent death to the next person who says on the one hand, on the other hand. Flapdoodle is better, even.

Applications for positions in the Y.O.U. summer program are now available at the information desk in Proctor Lounge or from Del Hunter (Forest West 116) or Dean Dale Deletis.

The Campus Security Police ask that visitors and students with special parking privileges do not park on college streets between 12:00 and 7:00 a. m. during the winter. This will facilitate snow removal.

Lost a hat, a scarf, gloves, or maybe a jacket? The Security Police collects unclaimed clothing from Proctor and other buildings. Check their lost and found between 12:00 and 2:00 p.m. Monday through Friday.

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Governance...

Continued from page 1

goals, with the need to "identify **where** decisions are made."

Armstrong viewed the office of the President as a "channel" through which decisions are exercised. The President, he said, is accountable to the Board of Trustees" in one sense, and accountable to the College community "in another sense." He stressed that the Board has "not just a reserve authority" but "the ultimate authority."

Five Councils

The five councils as outlined in the memorandum are the following:

The Resource Council would be composed of four administrators, the four division chairmen (appointed by the President), two faculty and two students, chosen by their respective constituencies.The Resource Council, advisory to the President, would recommend concerning Teaching Resources, Budgetary Priorities, Financial Aid and Building Space.

The Faculty Council, composed of six faculty, three tenured and three untenured, would concern itself mainly with faculty housing and tenure. The Coun- would advise concerning Teaching Resources, Budgetary Priorities, Financial Aid and Building Space.

The Community Council, somewhat akin to the present College Council, would be composed of three administrators, two faculty members, and five students. It would also incorporate the concerns of Acquisitions, Athletic Policy, Concert-Film Series, and student disciplinary regulations.

The Council of the College would be the appeals board for the Community Council and would also serve as a forum for discussion, and as an emergency body in times of campus crises. It would meet only infrequently.

The Educational Council would incorporate a host of present committees including the Educational Policy Committee, the Curriculum Committee, and Admissions Committee and the Library Committee. It would be composed of the Dean of the College, six faculty members and four students.

President Armstrong saw little purpose in the Council of the College. He also took issue with the proposed membership of the Resource Committee. He said that he felt "fairly strongly" that the members "ought to be (those) with a real stake in the institution, and with a demonstrated stake in the institution" with "some sort of established competence."

He also expressed a concern for "continuity" in the group, which would have what he termed "a heavy advisory function." According to his criteria, he admitted, students would not qualify for membership on the Resource Council.

The students on the Governance Committee expressed fairly strong opposition to the President's stand, and Mr. Thomas Hibbard stated his belief that student and faculty representation on the Resources Council would be helpful in alleviating general distrust and in boosting the overall "morale" of the College. Some Committee members suggested a compromise plan in which students and faculty representatives would be called into the Resource Council only on larger policy matters.

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Kaleidoscope

Paul Paletti, editor of **Kaleidoscope**, has gathered more than 500 signatures from students who support the continued existence of the yearbook. The Senate is currently deliberating on the future of the publication.

The petition calls **Kaleidoscope** "a valid and important part of life at and after Middlebury." The petition further asks that funds for the book not be "cut off or diminished."

The Senate has discussed replacing **Kaleidoscope** with a photographic annual. In an interview with **The Campus**, Paul Paletti suggested that by starting the petition he was taking "preventive measures."

He felt that the Senate was uninformed about the process of producing a photographic annual, and mentioned the lower quality of the printing process in such a journal. "If you can't reproduce a photograph really well, there's often no use in reproducing it at all."

The yearbook this year, Paletti notes, is considerably different from the past. The photographs are more often photographic essays that comment on Middlebury life, and not just the news shots of past **Kaleidoscopes**. He thinks that this years edition is excellent, and hopes that the Senate will not judge his publication solely on past issues.

NEWS SHORTS

Faculty Appointments

Three members of the Middlebury College faculty have been promoted to full professor, President James I. Armstrong announced last week.

They are Dr. Robert L. Baker, associate professor and chairman of the Russian Department and Dean of the Russian Summer School; Dr. Leslie C. Bigelow, associate professor of Philosophy, and Robert M. Pack, associate professor of English. All appointments are effective Sept. 1.

A native of Denver, Colo., Dr. Baker joined the Middlebury faculty in 1967, after seven years at Indiana University where he was as assistant professor of Russian and director of the NDEA Russian Language Institute.

He received his B.A. in modern language with Phi Beta Kappa honors from the University of Colorado in 1950. He earned his M.A. in Russian and Ph.D. in Slavic Languages and Literature from the University of Michigan. As an exchange student, he attended Leningrad State University in 1960.

Dr. Bigelow, a native of Columbus, Ohio, joined the Middlebury faculty in 1952 after serving as an graduate assistant and teaching fellow at Harvard University.

The Philosophy professor attended Princeton one year and then went on to Harvard College where he earned his A.B. He attended both the Harvard Medical and Law Schools before earning his master's and Ph.D. degrees at the Harvard Graduate School of Arts and Sciences.

During the summer of 1966, he attended the Summer Institute for Teachers of Philosophy at Boulder, Colo. He was granted a leave in 1968-69 to do extensive reading in modern ethical theory at Stanford University.

Prof. Pack received his B.A. degree from Dartmouth College and his M.A. from Columbia University. He was a 1956 Fulbright Fellow to Italy.

He taught seven years at Barnard College before joining the Middlebury faculty in 1964. Mr. Pack was on the staff of the Bread Loaf Writers' Conference in 1963, and is a member of the faculty of the Bread Loaf School of English.

The author of numerous poems and book reviews, he has had several volumes of his works published. The most recent, completed during a leave of absence in 1968-69, was published in 1969.

College Bowl Finalists

The initial test for entrants in the G. E. College Bowl was administered Sunday night. There are now thirteen quarter finalists. Another test will be given to lower the number of candidates to eight students who will compete in run-off "buzzer practice rounds." Middlebury College is scheduled to send a team to the College Bowl on April 19. Quarter finalists are: Glenn Jarrett, Jim Pratt, Joel Levenberg, Harry Zinn, Stuart Parnes, Mike Schwartz, Bill Dockery, Doug Haneline, Andy Wentink, Tim Tefft, Mike Schutt, Betsy Coquallard and Steve Kohl.

Wilson Award Winners

The Woodrow Wilson National Fellowship Foundation has selected two Middlebury students as designates and recognized five with honorable mention.

Among the 1,153 outstanding graduating seniors recognized as Wilson Foundation designates are David J. Cleveland and Barry Sullivan. Honorable mention was received by John A. Baker, Anne M. Lovell, Jean R. McAmbley, Caroline D. Moore, and Wilfred B. Shepardson.

The purpose of the Wilson Foundation is to encourage potential college teachers. The designate and honorable mention lists are sent by the foundation to all graduate schools in the U. S. and Canada with the recommendation that the schools provide the Wilson award winners with graduate fellowships.

Faculty Members Evaluate Winter Term

Continued from page 1

WILLIAM CATTON: PLAYING THE RAILROAD GAME

Although he has been a member of the History department for several years, January was Mr. William Catton's first experience with Winter Term. He was on leave last winter, but the Winter Term was not altogether new to him. He served as a member of the EPC the year that the proposal for a winter term was rejected.

The following year he became chairman of the committee and worked very hard to see that the proposal was passed. It was a real victory to see the plan passed, he said: "We had a great party to celebrate."

Although Mr. Catton recognizes that there are problems with Winter Term, he is still determined and anxious to keep it. The "problems" he can see in the 4-1-4 now organized, after having seen the program in operation, are only "problems of success rather than failure." He does feel that there are a certain amount of inequities, from both the professors' side and the students' side. Many people work very hard while others take a "vacation."

Willingness to Work Seen

Mr. Catton had great success with his course "Build Your Own Railroad Empire: A Game of Gilded Age Strategy and Finance." He found a willingness to work among his students despite the fact that they knew they would pass and despite reports of students' using Winter Term as a vacation.

Mr. Catton suggested that teachers teach every other winter, giving students a chance for more independent work. He did not feel, however, that students should be **required** to do independent work if they wished to take courses.

ROBERT REIFF: THREE REFORMS PROPOSED

The Fine Arts Department course offering, "Avant-Garde Painting in America from Eakins to Earth Works," not only impressed those who were present at the "funeral" which took place outside of Mead Chapel, but also thoroughly satisfied Mr. Robert Reiff and the students in the course. The Winter term, he said, "is a good idea, but still in its experimental stages." He noticed no major change in the nature of the term from last year, and admits that for some students this time is a "vacation." This is only true for the weak student and that the same is true of the fall and spring terms, with the difference that in the regular terms the vacation "does not last so long." He could not estimate the percentage of students who simply goofed-off during the Winter Term.

Mr. Reiff explained the students' lack of initiative as stemming from mere ignorance of a subject. He noticed a difference in attitude of his students at the beginning and at the end of the term, and a poor response of enrollment in courses which did not catch the interest of the students because of unfamiliar names or subjects.

Three Suggestions

Three reforms that he would like to see take place in the Winter Term are:

1.) Students take two courses. In the case of courses that would be very time-consuming, such as Mr. Teush's film course or Mr. Malmstrom's Sicily course, two credits should be given instead of one. If students should take two less time-consuming courses, they would get one credit for each. This, Mr. Reiff explains, would give students more to concentrate on and would give them more for their money.

2.) Students be **required** to take one of the four Winter Terms off-campus. This could be done either through a campus-exchange program similar to the Lincoln Exchange this year, "but not necessarily with racial overtones" (he suggested Colby College), or by going abroad, going home, or spending some time in an urban center. This requirement would also affect professors. They would either participate in an exchange with other college faculty, or simply pursue their own interests.

3.) An across-the-board grading system for the whole year. He would like to do away with the pass-fail grade system and with the number scale. In their place he would like to use letter grades with "pluses" and "minuses." He explained that it was especially difficult to grade studio courses with numbers.

Mr. Vincent Malmstrom's visit to Sicily ("The Physical and Cultural Landscapes of Sicily") was far from being a mere tourist trip. Students prepared for the trip before leaving the states by reading and choosing a topic for a research project. Mr. Malmstrom was very satisfied with the interest and work put in by the students. He held seminars and maintained "a continuous dialogue of questions and answers" with the eight students as they cruised in a VW bus. He chose Sicily as an "ideal" laboratory" for several reasons: the fact that it was a self-contained territory with no boundary problems except the sea, that its wealth of culture was a "little microcosm of the classic world," and that there was such great geographical variety from Mt. Etna's snow-capped top to the sunny beaches.

Prior to his trip Mr. Malmstrom had a few misgivings and reservations about the 4-1-4 program. He thought that it may be curtailing rather than expanding of a student's scope since only four courses were offered during the regular semesters and they only lasted 12 weeks. But now he feels that having the student's **undivided** attention for four weeks is just what the geographer wants. Only field work, such as the trip to Sicily, allows the student to become familiar with the land and its peoples. He pointed out the other fringe benefits of the trip: travel through Europe, cultural performances, etc.

Mr. Malmstrom firmly believes that Winter Term courses should be addressed to what is going to be "real" to the student when he leaves the college. There is no doubt in his mind that his Winter Term students have a far better understanding of the "environmental problem" after having been exposed to the misuse of land and to the soil erosion witnessed on their trip.

The Women's Physical Education Department added to the variety of Winter Term by offering a course entitled "Dance: A Choreographic Art." Miss Faith Gulick, who offered the course, noted that students in her group and in some others looked on this Winter Term as a vacation. She feels that the winter program is very valid, but that it is being misused, had no suggestions as to how to change the "vacation" aspect, but she did say that although professors should not "slap time on" as a solution, part of the solution does lie in keeping students involved. "If the point of the program is to become involved, no amount of time in class will remedy it." She was unable to estimate if the abusers were a majority or a minority of the student body.

Miss Gulick's course was of a different nature this year than last. There were less "formalities," such as readings, reports, and papers. She said that this year it took longer for her students to "get into it," pointing out that the pressure of public performance was one of the greatest stimuli.

Miss Gulick favors the pass-fail system of grading for the Winter Term but not for the other two semesters. In fields other than Physical Education, she says, the difference between an 80 and a 90 is significant and valuable for graduate studies.

As a result of the Winter Term course and the growing interest in dance at Middlebury, Miss Gulick is offering, for the first time, a regular-term course entitled "Dance of Performing Art." The success of her Winter Term course is measured by the fact that prior to the end of January she had only one student enrolled, in the new course and after the Winter Term was over the enrollment numbered 15, including 6 men. One regular academic credit will be given for the spring dance course.

Mr. Duncan McDonald of the Biology Department does not share in the enthusiasm for Winter Term. He expressed disappointment in this year's turnout for his course. He offered basically the same material that he offered last year, "Some Aspects of Human Biology," but with minor modification. Only three students registered for the course and only one remained in it. Mr. McDonald attributed this poor response to three possible reasons:

1.) The course was given last year and perhaps students were looking for something new; 2.) the course was not open to freshmen; 3.) he worked students quite hard last year, and perhaps students were looking for an easier course. It is this last possibility that concerns Mr. McDonald most. He feels that students this year were looking for an easy course rather than for a subject that interested them. The lack of interest was not only reflected in the poor response to his course, but also in the poor attendance at the afternoon lecture series.

When asked if he had any suggestions for improving the state of mind he described, Mr. McDonald simply replied that he had no answers, that he was just "depressed by it." He would even be willing to return to the two-term program. Last year, however, he had been quite excited by the Winter Term and its success, and was in favor of it.

Mr. Jeffrey Kurtzman, a newcomer to the Music Department, from Cornell University, expressed great enjoyment and satisfaction with his first "winter term experience." His course, "Othello as a Tragedy by Shakespeare and Opera by Verdi," consisted of seminars taught with several English professors. This structure, instead of lectures, he thought, created a more relaxed atmosphere.

He greatly favored the opportunity to work on an interdepartmental basis "To study Verdi's "Othello," one **must** study Shakespeare's play," he explained. Working with the English staff, he further explained, "I learned much not only from people who know about Shakespeare, but about literature in general."

Never having graded on a pass-fail system before, he was anxious to try the idea. But after his winter term, he finds that such a scale has disadvantages as well as advantages. Among the advantages, he sees it as an encouragement for stu-

Continued on page 5

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Council Considers Senate Proposal For Financing Craft Center Project

The College Council on Monday considered a Student Senate proposal that the College support and partially fund the establishment of a crafts center and the expansion of campus darkroom facilities.

The Senate resolution, passed at its meeting on Sunday night, asked that the College loan the Senate $12,000 and contribute $6,000 directly to help fund the project.

Alternate Plans

Lynn Hinman, coordinator of student activities and chairman of the committee which formulated the crafts center proposal, was present at the Council meeting to explain the alternate plans for the new darkroom facilities.

Under one committee suggestion five darkrooms and a photography work-area would be located in the space below Proctor terrace currently occupied by WRMC; the radio station would move to new quarters on the second floor of Proctor Hall. It was also proposed that the additional darkrooms be located in the basement area of Forest West.

Easily Converted

Hinman indicated that his committee favored the first possibility because the present WRMC facilities could be easily converted and the radio station needs more space for its operations.

Hinman's committee also proposed three possible locations for the student craft center and permanent facilities for independent student theatrical groups. They could both be located in a slightly renovated Recitation Hall or the craft workshops could be developed in the multi-purpose rooms of unit B of the Social and Dining Units and the Theatre workshop area build in the Gifford Dining room.

Temporary Facilities

Hinman spoke in favor of establishing a small, inexpensive, and temporary craft-center area to test the idea's popularity with the student body. If there was sufficient student interest the craft center would be expanded and larger, permanent, facilities installed.

After considering the Senate plan for funding the project (the Senate would receive the $12,000 from the College as a seven-year loan at no interest), the Council referred the matter to President Armstrong and College Treasurer Carroll Rikert.

Dean of the College Dennis O'Brien raised the possibility that the money be drawn entirely from Student Activities Fee funds and suggested it was unlikely that the College could afford both the loan and the grant requested by the Senate.

Fee Increases?

O'Brien pointed out that whether the money came from "the college" or from the Senate (the Student Activities Fee Fund), students and their parents would still have to bear the added costs in the form of fee increases.

Senate Chairman Karla Baehr noted that very little of the Senate's current spending involves capital expenditures. Senate funds, drawn from the activities fee, are used to support the annual operations of **The Campus**, WRMC, Kaleidoscope, Frontiers, and a variety of other student groups and activities.

In order to raise the full $18,000 needed for the craft-center-darkroom improvements, the Senate would have to drastically alter its current budget priorities.

Capital Investments

Thus, Karla Baehr argued that the College budget should have also include a category for capital investments related to student activities. She expressed the hope that the Senate request might help initiate such a change in the budget.

Several members of the Council urged that a decision on the matter be made quickly so that craft and photography facilities of some sort will be available for the fall semester.

Student Poll

Dean Erika Wonnacott presented to the Council the draft of a student opinion poll to determine attitudes about a number of issues concerning student life. Some of the areas covered in the poll include course requirements, campus media, funding of student projects, intercollegiate sports, professional counseling on campus, the curriculum, and dorm life. The poll, when completed, will be taken from a random sample of the student body.

The issue of fraternities at Middlebury was briefly discussed in relation to the IFC proposal for Spring Rush. Though no decisions were reached, the Council did not indicate that there was any strong objection to such a proposal. It was also annunced that a group of students from Hamilton College, where the fraternities are failing, is visiting here this week to study Middlebury's fraternities and the college social life.

"Yes." "No." "Dammit, Yes." Damn you, NONONO." "YESYESYES." (How much more catharsis than in rational dialogue).

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Fuller Course, Classics Discussed...

(Continued from Page 1)

cisions based on political expedience rather than academic profit.

The students were also convinced that personal matters were involved to the extent that academic considerations became secondary.

At the same time that those in the Fuller course controversy were talking, students upset about the suspension of the Classics major were meeting. The latter group thought that an important decision had been made unilaterally and without the involvement of the single remaining member of the department.

They were surprised that President Armstrong could have so little concern for his own field. They felt that accommodations had to be made so that the declared Classics majors could continue with their programs.

They had discovered that few faculty members had heard about the department's suspension and couldn't believe that there was so little communication between the Faculty and the Administration. These students also felt that personal matters had entered into the decision to the detriment of the academic program.

Monday morning, Dean O'Brien, Dean Cubeta, Mr. Sparks, Mr. Littlefield, and Mr. Harris met with Senate leaders, members of advanced Classics courses (including two majors), and several of the students involved in the Fuller course. The discussion, which O'Brien described as unprecedented, centered around the supposed personal clash between certain members of the administration and Professor Harris.

Some of the students stated they could see no other possible explanation for the events of the previous week than an attempt to induce Harris to leave the school.

In connection with the suspension of the Classics major, Professor Littlefield explained to the group that some discussion had been taking place as to the direction in which the Classics Department should move. There was some sentiment, he said, that courses in classical architecture, be taught in the Fine Arts Department, classical throught in Philosophy, Greek drama and translation in the English Department, Greek and Roman history in History, etc.

According to Littlefield this type of diffusion would change the entire nature of the Classics program and the College had to take such considerations into account before it could decide to add or replace a member of the department.

Students asked if Harris had been consulted at all about the future of his department. Harris commented that this was the first that he had heard that such matters were even under consideration. Several students openly concluded that the failure to consult the only remaining Classics teacher was incomprehensible. Harris said he felt like a nebbish.

The students wanted the administrators to confirm or deny their belief that it was a clash of life styles that had led to the pressures they felt were being placed on Harris. Though the students were allowed to vent their feelings freely, O'Brien and Cubeta repeatedly asserted that they could not make public statements about personal concerns.

Cubeta emphasized that the uncertainty of next year's classics program was due to various factors, but denied that he had ever told anyone that the Classics major had been suspended for the 70-71 academic year. Professor Harris asked one of the majors present if that had been his understanding. The student replied that it had not.

Cubeta responded that he understood why the two majors didn't want to transfer and he assured them that they would be accommodated at Middlebury. Everyone agreed that the next step would be to design a program of classics' courses for next year.

There also seemed to be general agreement that a change in the "baroque" system of making curricular changes was necessary. Sparks commented that he too wished there was a way of pursuing Winter Term studies in the Spring for course credit. Professor Harris described his plan for the establishment of student-faculty initiated experimental courses. Dean O'Brien offered to submit Harris' proposal to the Educational Policy Committee which was meeting that afternoon.

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Wintes Term Evaluation...

dents to take a course in a completely foreign field to his own, or even as an opportunity to venture into a class taught by a traditionally "hard" professor. The disadvantages lay in the value of pass-fail as means of evaluation.

"If grading is thought of as an evaluation of the student's performance, whether it be in the form of a verbal commentary, a written commentary, a number or a letter, is a secondary matter, as long as the student knows how he's doing."

But Mr. Kurtzman pointed out, pass-fail without anything else would not be an evaluation except in the grossest sense. This would impede a fair evaluation on the part of graduate schools and employers. "Maybe this shouldn't be," he concluded.

Cornell University had no "Winter Term" while Mr. Kurtzman was there. However, students had the option of taking one pass-fail course per semester, outside their requirements and major. Under this system, only the **student** knows he is taking a course on the pass-fail basis. The professor grades all students alike, and the registrar converts the grades to pass-fail. A student may "experiment" in his courses for a few weeks before deciding which course he wishes to be graded pass-fail. He cannot wait until the end of the semester to decide.

Mr. Garry Watson, a new visiting lecturer from England, in the English Department, was reluctant to comment on the Winter Term due to his temporary stay at Middlebury, his brief acquaintance with the American educational system, and no previous exposure to such a program.

He does see the term as an opportunity to "interdepartmentalize." Although he taught his course without members from other departments, he covered reading which was not strictly "English." He would very much like to see more contact among the departments, especially between the English and American Literature Departments.

He feels, in fact, that the separation between these two deparments is artificial and debilitating to both. If more "interdepartmentalization" were to occur, during regular terms, he suggested, the Winter Term might not even be necessary. In this case, such courses as painting, for the amateurs' could be taught as "extras" in the evening or offered at some other time.

He suspected that winter term to many to be somewhat of a "Winter Holiday;" perhaps a psychological necessity in the Vermont climate. He felt that with the variety of courses offered, there should be classes that students **want** to attend.

KIMBERLY SPARKS:

Mr. Kimberly Sparks, of the German Department, radiated great enthusiasm as he spoke about Winter term. He described January as a time during which excitement is generated.

Terming his students a "set of junior colleagues," he explained that a course like his ("Games People Play with Kafka, or Who's Afraid of the Big Bad Teush") was a risk, an experiment that required cooperation and enthusiasm from all involved. "If the students had not been enthusiastic, it would not have worked," he said. The students were willing to give time, he explained: "I never got the answer 'I'm going skiing.' " He attributes much of the reason for their hard work to the fact that they had "to make themselves public." The course ended with a "stylized production" for an "invited audience"). He freely confessed, "I don't know when I've had a better time with students."

Sparks cautioned, however, that Winter Term is not for everyone. One can't order people to teach a "successful" winter term. The "one" gives a chance to try something new, but not every topic or professor lends itself or himself to this. His concern was for those courses and professors which were not very successful. He explained that every teacher has a certain amount of "good pride and vanity" and that a poor response would be a blow to him.

A Fashionable Teacher

"I'm convinced I'm **good**," he remarked, "but I know I'm also 'fashionable' at this time." He explained that the two evaluations were not interchangeable and that many good professors who are not "fashionable" suffer. "If my course had busted, it would have killed me," he said.

In order to teach a new, experimental subject, one must be willing to take a risk, a psychological risk. Such an endeavor requires a tremendous amount of energy and nervous tension. Not every professor is ready or able to do this, Sparks says, and therefore he must offer a more "traditional" course. He stressed that the Winter Term should not coerce people to do anything beyond what they feel comfortable and sure doing. "You can't legislate imagination," he said; "Forced kookiness is terrible." Mr. Sparks not only finds pressure in this area in the academic set-up of the program but also in the exceedingly high expectation of the students during this term.

More Independence

The energy that Mr. Sparks spent to make his course a success led him to say, "I don't want to offer any course next year." This would be possible if some students were more absolutely independent. The work he does would be self-administered. The student would learn and benefit from experiencing the pressures a professor feels when teaching a new, experimental course, and could present his results publicly in a performance if he so desired. Mr. Sparks' hope was that if the student faced a difficulty in the development of his project, he would figure out on his own a way of making it work.

By allowing students to be more independent, professors would take a rest. Mr. Sparks may be due for one. He had one suggestion for improving the program next year: "Have me out of it!"

GEORGE TODD: SUGGESTS A WINTER DEVOTED TO READING

Mr. George Todd agreed almost completely with Mr. Sparks' comments. "I'd like to have us discuss the possibility of having one of the students' Winter Terms given over to a reading list. This would accomplish two things — first, it could be of intrinsic educational value — the student could deal with the subject as he is inclined and could pursue his work at his own pace; second it would free more of the faculty for whom inventing a valid, an original, and simultaneously an 'attractive' course every Winter Term, is an unnatural and not altogether practical and pedagogical experience. I think many of the underenrolled courses were among the best (e. i. the most valid, original) in the Winter Catalogue. That someone feels he has to be attractive, too, is very unattractive."

CONCLUSION

Several points mentioned at the interviews might be worth noting: the observation that students performed better with the stimulus of a public demonstration of their achievement, that courses or material taught for the first time during Winter Term are more readily incorporated into the Fall and Spring curriculum, that more interdepartmental contact is needed, that for some subjects the Fall and Spring terms are too short, and that no professor was able to estimate the percentage of students "vacationing" as opposed to working.

The EPC reported last week that certain combinations of peanut butter and mayonaise injected into the bloodstream show marked effects as aphrodisiacs.

God so loved the world that He did not send a committee.

Need For A New Morality: Van Vleck

Continued from page **8**

1970 pg. 6). When we stabilize our population, then and only then can we ask the rest of the world to follow suit. We must face up to the alternatives and choose what some consider to be the lesser of two evils. We must ask whether the ends justify the means. For myself, I do not know when a fetus becomes a sacred human being, but once born, I consider it to be sacred, and from then on I believe we should do everything within our power to make life worth living. Is it more immoral to take a fetus from the womb during the first trimester, or let it become a laughing, loving baby who then dies from disease, starvation, malnutrition or exposure, or else survives to live in a hopeless, helpless, possibly homeless and loveless situation?

If Mr. O'Brien, or anyone else has a realistic solution to the problem of population growth that does not include legalized abortion I would like to hear it. Whatever the solution, it will entail a change of our traditional morals, rights and freedoms, and we must recognize this fact. Is it moral for one group in society to dictate to another segment of society regarding the freedom to limit family size? By outlawing legalized abortion, this is what we are doing now.

If we persist with this policy, population growth will necessitate the unacceptable alternative of dictating family size, with the ultimate passage of the law of one child, followed by compulsory sterilization.

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The Campus

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Steve Early, Editor-in-Chief

Middlebury vs. Malcolm

As Judge Carswell recently learned, the back files of a newspaper can sometimes be a source of great embarrassment for public figures. College Presidents are no exception and a look at the March 26, 1964 issue of **The Middlebury Campus** confirms this fact. On the front page of that issue there is a news account of the decision by several student groups to invite the late Malcolm X to speak at Middlebury's first Civil Rights Conference in April, 1964. The Board of Governors, Blue Key, the Student Association, and even the Inter-Fraternity Council voted to extend the invitation and provide the necessary funds to cover the speaker's expenses.

According to the article, however, President James Armstrong insisted that several conditions had to be met before he would allow Malcolm to come to Middlebury. The letter of invitation, the date of his speech, and other arrangements all had to be approved first by Armstong. In addition, the President wanted it made very clear that Malcolm's appearance was sponsored solely by the students and in no way had the support of the College Administration.

Why was Armstrong so reluctant to have the College's name associated with Malcolm's? The answer is provided in the same news account. After first attempting to privately discourage student leaders from inviting the black leader, Dr. Armstrong on March 22 appeared before a joint meeting of the four student groups involved. The following is from **The Campus,** March 26, 1964:

In his remarks Sunday the President expressed his personal belief in free inquiry and free speech. As long as the students wanted Malcolm X, they were at liberty to extend the invitation. However, Dr. Armstrong questioned the application of the particular liberty on two grounds.

'First,' he said, 'Malcolm X represents a denial of all that the liberal arts college stands for.' This racist leader insists on modes of irrationality and force, which the President noted, are contrary to the ideals of reason and persuasion of the liberal arts institution.

'It would be a disservice to Middlebury College to dignify him with a platform as well as a disservice to the Civil Rights movement,' Dr. Armstrong stated.

The President objected to the invitation secondly because to 'invite him denies the learning process.' 'There are no educational grounds for having Malcolm X since anyone can read about him in the library, or see him on TV or in New York,' he pointed out.

'Man can learn from the past,' he added, 'and so we don't need to invite Malcolm X to get an experience of him.'

Despite Armstrong's objections, the students went ahead with their plans. Malcolm was invited but was unable to come. If it had been up to the President, he would never even have been invited.

Reflecting on the entire episode, one can only hope that Dr. Armstrong himself learns from the past and has taken the time to read "The Autobiography of Malcolm X." That work, along with Malcolm's collected speeches, amply attests to the brilliance of one of the greates Black leaders in American history.

It would be interesting to know how Armstrong would react to a similar student initiative today involving, say, Eldredge Cleaver or some other prominent Black Panther. Certainly so blatent an attempt to stifle free expression of ideas would not be tolerated by the Middlebury Community as it was in 1964. But then again perhaps things really haven't changed. There were several persistent reports last year, never officially denied, about Armstrong's alleged disapproval of the selection of Ceasar Chavez as the main speaker at the Middlebury Conference on Poverty. While the grapestrike leader was the first choice of the students who planned the conference, they ultimately settled for community organizer Saul A linsky, a controversial figure in his own right. If it is true that Chavez was unacceptable for reasons having to do with his politics or Armstrong's personal preferences, then the forgotten case of Middlebury vs. Malcolm is all the more disturbing.

Meeting...

Continued from page 1

nitely by both Sparks and Cubeta that the major had been suspended for next year. The reason given to me by Sparks was that a decent major in Classics could not be given by one teacher." He understood that the college would help him to be placed in another school with a good classics program, as Dr. Armstrong had offered to write a letter of recommendation for him.

Miss Heibges' departure meant that only one teaching member would remain in the department next year. That member, Associate Professor Harris was informed the same day as the student members that the College had suspended the major in his department.

The uncertainty surrounding the future of the classics major resulted from several considerations. First, because Miss Heibges is a tenured member of the faculty she can leave for a year as a visiting professor and return to Middlebury if she wishes. Professor Catton, a member of the Teaching Resources committee, stated that the college hopes that she will come back, but cannot be sure until next year that she will decide to return.

Second, a possible redefinition of the concept of the Classics program was necessary.

Third, at such a late date it could be difficult to find a classicist of Middlebury's standards, and addition to the department at this time might not be financially feasible.

Catton called next year a time of 'treading water' while

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Course Proposal Thwarted

Continued from page 1

of the winter term interdepartmental 500's program that he had forgotten is not in effect in the regular terms.

He also commented that he was in no position to determine possible course overload for a faculty member, and so did not take that into consideration.

After the meeting with students, O'Brien and Harris discussed the course, and the outlook seemed favorable enough that there was a second meeting of the interested students. Harris limited the membership of the course to seventeen students, and began working out specifics such as space for a workshop and materials with which to work.

By Friday of the same week, however, the students were told that the course would probably not be taught, because it had not been submitted for approval in the usual manner.

Following semester break, three students went to see Dean of the Faculty Paul Cubeta. He stated that the course was illegal since it had not been approved by the curriculum committee or the faculty.

He also commented on the fact that the material had little relation to Harris' work in Classics, saying that when a faculty member is hired, he is hired to teach within his field. Explaining that he, in consultation with the Faculty Resources Committee, wanted to protect a teacher from an overload in order to insure that a professor has sufficient energy to devote to a course, Cubeta cited a rule that no teacher could teach more than three courses.

Cubeta suggested that if the course were submitted to the Curriculum Committee and the Faculty, it was questionable whether or not the faculty would ratify the course. He mentioned the interdepartmental nature of the course as one of the possible problems.

Explaining that it is as difficult to get rid of a course as it is to institute one, the Dean of the Faculty told the students that he would like to see the machinery of these processes simplified.

He agreed that the work of Buckminster Fuller was valid course material and that Professor Harris was qualified to teach it. He made a distinction between private and official time, and recognized that Harris would be working with Fuller's theories whether or not a course was instituted.

The students understood that Cubeta could not sanction an illegal course, but felt that he was receptive to a plan which would allow individual students to sign up in departments to which the material is related. Philosophy, Fine Arts, Sociology, Mathematics, Biology and Economics were all seen as acceptable departments.

The faculty advisors would read the material in conjunction with the students, so that it would be a learning process for all involved.

By that evening, seventeen students had made individual arrangements to take a 50's project within the stipulated department.

That Monday night about 20 students attended a meeting held at a students off-campus house. At this meeting, they discussed the "incredible hassles" they had gone through, and the need for a curricular framework more receptive to student-initiated courses, as well as winter term course continuation.

When they discussed these problems with Harris, he showed them a proposal which has been submitted to the EPC. If approved, it will allow a small group of students and an interested faculty member to initiate a one semester interdepartmental course.

Wednesday the students heard that the projects were going to be cancelled again. The membership was further limited by the students themselves who feared that the large involvement might be of concern to Cubeta.

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Humble Pie And Pink Floyd: Best Of The Unknown Artists

By BUD ALLEN

It's a bit late to review Humble Pie's first album, **As Safe as Yesterday Is,** as their second, **Town and Country,** will be released in this country in the near future. However, their first effort hasn't attracted much notice, and maybe reviewing it now will help.

Humble Pie is led by ex-Small Faces' guitarist Steve Marriott who is also the composer of most of their songs. Their music is basically hard rock in the Steppensolf - Led Zeppelin vein (some of the phrases are identical) though there is certainly more variety in instrumentation and style.

However, the quality of Humble Pie's material and arrangements separates them immediately from the Zeppelins and Steppenwolves. Marriott is capable of writing excellent lyrics which avoid the pretension of recent John Kay songs and easily surpass the lyrics Led Zeppelin steals from old blues standards.

Also, Humble Pie's arrangements consist of something more than Zeppelin's unchanging bass patterns and sometimes mindless lead guitar. There is a great deal of excellent interplay between the instruments, and transitions are made tastefully and smoothly especially between the electric and acoustic segments of the title song.

All members of the band play their instruments well, and the singing is fine (Marriott's voice especially projects a great deal of personality.)

On **As Safe as Yesterday Is,** Humble Pie plays a style of hard rock which is constantly interesting, very musical and full of variety while maintaining the energy and excitement which is vital to the idiom. It's a fine album by four fine musicians.

It's likewise a bit late to be reviewing **Ummagumma** by Pink Floyd. It's easily their best record to date, and, as it's a two record set (one recorded live and one in the studio) which sells for the price of one, it's a very good buy.

First of all, Pink Floyd does not play normal rock. They're into a lot of electronic music and sound effects; in fact, there are only a couple of pieces on the album which really fit the definition of a song. Consequently, a lot of people consider Pink Floyd's music merely loud, weird noise.

Organist Richard Wright seems to dominate the total sound, and he holds the whole thing together nicely despite occasional rhythm lapses. Guitarist David Gilmour produces some interesting sounds with his instrument though very few of them sound like a guitar.

Both the drummer and the bassist are tasteful and rhythmically tight.

Because of this instrumental talent, they are capable of making the live record even better than the one recorded in the studio (which is quite a feat with this kind of music).

I'm not sure to what extent these performances are arranged and to what extent they are improvised. Either way, they're generally put together quite well, though a few segments get a little repetitious and one might not agree with he timing of some climaxes (such as the one on "Careful with that Axe, Eugene"). However, there are no real mistakes in the arrangements, only places where the arrangement might be improved.

Pink Floyd plays excellent, weird music, if you like that sort of thing, and I guess it's just irritating noise if you do not. If you sometimes enjoy listening to the Grateful Dead's "Feedback," I think you'll like **Ummagumma.**

Dean Dale DeLetis shortly after he was crowned Emperor of the Social and Eating units at the opening ceremonies last weekend.

Letters

Abortion Reform Favored

To the Editor:

Dean O'Brien opposes Professor Van Vleck's position on abortion (**Campus,** Feb. 5, 1970) on the grounds that the fetus is a human being and the mother does not have the right to decide whether or not the human being shall live or die. He also questions the seriousness of the population problem and, therefore, of the need to control it.

In questioning the seriousness of the population problem, Dean O'Brien refers to Professor Jean Mayer's Lecture. Dean O'Brien should note that Professor Mayer is a nutrition expert and as such is concerned with the problem of feeding people. In Professor Van Vleck's winter lecture the pollution aspect of the population problem and the loss of non-renewable resources, both as functions of population, were stressed. Mountains of food will be useless if we have no air to breathe.

A considerable amount of space is devoted to Dean O'Brien's attempt to show that a fetus is a human being. This is an unprovable point. Dean O'Brien carries his "mass of plasm" (a vague term) to the absurd.

Dean O'Brien excuses killing under certain extreme circumstances. If the population explosion were to be considered an extreme circumstance where killing is permitted Dean O'Brien even suggests that "compulsory abortion after one or two children would be a more appropriate means for the good to be achieved."

He would excuse an abortion in the case of "serious and immediate danger to the life of the mother or perhaps even the threat of **grave** impairment of physical or mental health." His suggestion that the right to abortion is not part of the individual liberty guaranteed by the Constitution would imply that it is not up to the individual to decide whether or not there is a threat of impairment of physical or mental health. Who is to say how grave is **grave?**

The suggestion of compulsory abortion implies that only a highly impersonal government will have control over a very important personal matter, that the individual will have no choice. The situation is back in the range of the military: "Just as armies function well by establishing forms of behavior and linguistic screens ('hostile personnel' not 'human beings') to protect the soldier from the direct shock of killing. . ." so do they also have a chain of command so the individual soldier has no responsibility or choice in killing.

What seems to constitute Dean O'Brien's morality in the end is who makes the decision. Personal choice is not permitted.

If we don't adopt the relatively conservative measures of Professor Van Vleck, we may have Dean O'Brien's methods of population control forced on us. Can I get a student deferment in the O'Brien sterilization lottery?

Hal Beecher

Earth's Table

To the Editor:

Dean O'Brien's comments on David Van Vleck's Dana lecture raise some important philosophical issues. Responding to Mr. Van Vleck's suggestion that abortion should be legalized in the U. S. and elsewhere as one part of critically needed population control, Mr. O'Brien says in effect, O. K., if it's **really** necessary, but abortion should not be permitted by individual choice of the mother, but made mandatory by government decree after her family has reached a certain size, because abortion is the deliberate taking of human life and callousness toward fetal human life breeds callousness toward all human life.

Thus, Mr. O'Brien seems to be appealing to the same humane instincts which motivate Mr. Van Vleck to advocate the legalization of abortion.

Part of the difficulty arises from applying the term "human as though it were static attribute (like "yellow" or "sweet") which is possessed by a subject in an all-or-none way, rather than pointing to a process during which "humanness" develops and intensifies as the subject matures. (Thank you, Prof. Bergson.)

If a just-fertilized ovum is considered to partake of "humanity" as fully as a 50-year-old man, then indeed it (or he) has equal rights to a place at Earth's table, to partake of the

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Black Students & The White College: Panel Discusses Mutual Problems

By JOHN BELL

"A license to kick ass," was the way Black student Karen Cockerham referred to a Middlebury diploma during a panel on Black students in White schools sponsored by Black Students for Mutual Understanding last Sunday afternoon in Dana.

"There's not enough action," stated panelist Karla Baehr, the same Karla Baehr who delivered the student power speech at the faculty meeting on ROTC this fall.

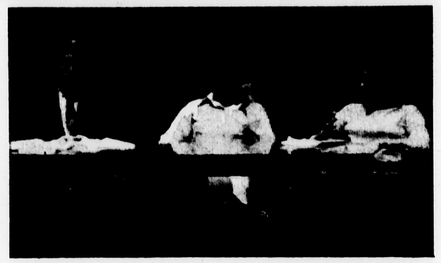
"It's a white man's society," said Jim Douglas, director of WRMC news, and one of the sponsors of a support Nixon petition during the November Moratorium. Marcos Jones, presidents of SMU added at one point. "Middlebury can do quite a few things if it wants to." Arnold McKinney, moderator, student, Special Assistant to the Dean, and liaison between Black students and the administration stated, "I am not an impartial moderator."

Listening to all these statements were Dean O'Brien, Murray Dry of Political Science, and around 60 students.

See Both Sides

Ostensibly the topic for the panel and audience was "The Black Student on the White Campus," but the discussion soon ranged to Black education in general, its problems and goals.

Arnold McKinney began by asking why Blacks should go to white schools. "For a recognized education," Jones replied, citing the superiority of most Northern colleges to Southern Black schools. "Fr the sake of the Black community," said Karla Baehr, adding, "little is going to push Middlebury to a recognition of the outside. . . Blacks can cause recognition and an eventual change of society. . .Black people must play a part in that change." Karen Cockerham redefined the value of the Middlebury diploma, and than added that a Black student at a basically White institution "can see boh sides," and consequently deal with each better.



Panelists Jim Douglas, Karen Cockerham, and Karla Baehr discuss the problems of black students on a white campus.

"Risk" Students

Jim Douglas stated that in all truth, America is "a White man's society," and that the best way a Black can learn to live in it is through education. Bringing up the "risk" student, he asked "is it beneficial to admit unqualified students?" Karen Cockerham answered Douglas with a strong "yes," adding that the change represented by a White School to a Black student is not so much academic as emotional. Panelist Douglas continued by suggesting that a different approach to education is needed for "risk" students, and that their acceptance at Middlebury is "something that should be thought out.

Commitment Lacking

Marcos Jones then questioned the sincerity of Middlebury in letting the Blacks, citing the lack of an organized program for unprepared students and a need for recruiting and counseling of Black students. "There is lacking a commitment from the faculty in understanding Black students, in pushing a little here and there," he said.

"Middlebury can do a lot to force rich, white suburban kids to look beyond suburbia, beyond the Snowbowl, stated Karla Baehr, "We haven't tried it, so we don't know what's going to happen." She called for the admission of more Blacks, Puerto Ricans, and poor Whites to the Middlebury student body.

Middlebury's Failure

When McKenney opened up the discussion to the audience, spend more on community action and to allow students to involve themselves in their environment through the curriculum.

Black Studies

Discussion of the Curriculum brought up "Black Studies," which Karen Cockerham defined as "getting kids on a new line of thought." Karla Baehr found a Black Studies program "too easy," and not a confrontation of the radial and economic problems in our society. She cntinued, "it's nt just a Black revolution, it's a revolution of everyone who's getting screwed."

Moderator McKinney broke in to discuss separatism of Blacks and Whites. Karen Cockerham suggested that "the Black student is under a microscope" at Middlebury and seeks security with other Blacks, the basic problem being that while Blacks are "together," "whites don't know much about themselves."

Compensatory education, to prepare Black students for Middlebury, was also considered; is it a viable idea? Replied Karla Baehr, "We haven't tried it, so we don't know what's going to happen." She called for the admission of more Blacks, Puerto Ricans, and poor Whites to the Middlebury student body.

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Need For A New Morality: Van Vleck Replies To O'Brien Stand On Abortion

BY DAVID VAN VLECK

I read Dean O'Brien's views on abortion with mixed feelings. The reason for these mixed feelings is that I too was raised in basically the same type of family, church and school as was Mr. O'Brien. He presented a persuasive, traditional argument, very similar to those used to maintain current anti-abortion laws in state legislatures. There was a time when I would have supported his entire thesis. But times have changed, and the old morals need to be replaced with more modern morals.

After all, abortion historically has been considered to be both moral and legal, especially before quickening (at 4½ months, when the fetus first moves). It was only in the 1800's that the Catholic Church eliminated the distinction between a non-animated and animated fetus; only since then has the Catholic Church looked upon abortion as murder. (**ABORTION,** Lawrence Lader, 1966). I point this out only to demonstrate the recent origin of the present Catholic position.

Morality is defined as "dealing or concern with establishing principles of right or wrong in behavior." The establishment of new principles of right and wrong is continually taking place. Topics discussed from the pulpit today would have been considered immoral 50 or even 20 years ago.

Premarital intercourse, interracial marriage, mechanical contraception, experimentation on animals, justified military action, the teaching of evolution, capital punishment, clerical celibacy and imprisonment of minors are only a few moral issues that are changing today. Morals must bend or change with changing times, or else they will be completely ignored, and the institution that adheres to them will be ignored as unrealistic or irrelevant.

But enough of this insensitive philosophizing by a fat, rich, carefree biology teacher in the ivory tower of affluent America. Let us look at the problem and the alternative consequences of our solutions. If all abortion is, in fact, to be regarded as immoral, let us examine the results of outlawing all abortions in the world and lay down the following ground rules: If the consequences of outlawing abortion are found to be immoral also, then we shall be forced to choose the more moral of the two immoral alternatives. In other words, we have to choose between the

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Forum On Race Conflict

Dr. J. Edward Carothers, associate general secretary of the Board of Missions, United Methodist Church, will be featured at a forum on "Racial Conflict" at 7:30 p. m. Sunday, March 1, in the Methodist Church in Middlebury.

Dr. Carothers works out of the National Board's offices in New York City. He will speak on "The Christian Response to the Black-White Confrontation."

Dr. Carothers came to public notice as a result of his encounter last May with James Foreman, author of the Black Manifesto. Foreman and other black militants in his group demanded that the National Board of Missions make "reparation" payments.

As a result of this and other such encounters, Dr. Carothers has written four papers on the Black Manifesto. These papers received wide ciculation because of their usefulness in determining how to respond to the racial crisis.

Dr. Carothers has also published other works, including **Keepers of the Poor**, a study of poverty in America, and **The Pusher and the Puller**, a book designed to help the reader understand the activity of God in our time.

Dr. Carothers was born in Las Animas, Colo., is a graduate of the Iliff School of Theology with the Th. M. and Th.D. degrees, and has done postgraduate study at the University of Colorado, Northwestern University, and the University of Zurich.

Rev. Garry Campbell of the Middlebury Methodist Church has invited all interested students to attend Dr. Carothers' presentation. The Methodist Church is located at the corner of Rt. 7 and Seminary Street across from the Citgo service station.

SENATE ANNOUNCEMENT

The Student Senate will conduct a discussion of the role of inter-collegiate athletics at Middlebury at its Sunday night meeting in Proctor Lounge. (7:30 p.m.) Director of Athletics Richard Coleman will be present to answer questions about program and the physical education requirement.

COALITION MOVIE

The Middlebury Student Coalition is sponsoring two more showings of the film, Elvira Madigan — at 7 and 9 p. m. tomorrow night in Dana Auditorium. Admission is $1.00.

Black Students Discuss Problems

Continued from page 7

Black sophomore Neilda Lee asked "can we afford **not** to have disadvantaged students?" Karla Baehr added that Middlebury should "challenge people not in racial terms, but in every way. Middlebury's failure is in not challenging anything."

This centered the discussion on education as a whole, Karen Cockerham stating, "education is more than standardized education, it's people." This later prompted a heated conversation with Murray Dry and many others on the relevancy of liberal education — Dry defending present curriculum as skill-building for the future, Karen Cockerham questioning the relationship between baby bio and the soul of the student.

Discussion then turned to the Black student's "going back;" the respected place education has with Black communities, and the necessity of college-educated Blacks not all going into community work, but rather, as McKenney put it, "getting into IBM."

A Black girl in the audience brought up Lincoln College, an all-Black school in Georgia. The total insularity of Lincoln, concluded moderator McKinney, is worse than the partial insularity of Middlebury.

"We Understand"

In response to the question of whether or not Blacks are here simply because it's good for the college, McKinney answered, "yes, Middlebury is not worried about the Black community." Karla Baehr turned the discussion to education again and failures in teaching: "It's easy to

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Van Vleck: A New Morality

Continued from page 7

traditional morality and the new morality.

The problem, briefly, is a world with a growing population and a stable carrying capacity, a world dominated by a species that wants more children than can be supported by that world, a world that desperately needs stabilization of its population. Mr. O'Brien suggests compulsory sterilization and compulsory abortion to produce the stabilization. I agree the problem would be solved if we were all sterilized after 1 or 2 children. But the world has not agreed to do this; freedom of choice. Unwanted births must be eliminated. With no perfect contraceptive and 30 million unwanted pregnancies per year and another 30 million unwanted births per year, legalized abortion is a most effective solution.

But Mr. O'Brien considers legal abortion to be immoral if it results from an individual wish and not a social necessity. So let's look at the effects of continued illegalization of abortion and weigh the immorality of the results of such laws against the immorality of the reasons for the laws. First of all, what are the consequences of these laws?

1. Increased rates of population growth. —

Abortion was said to be the number one method of family limitation in the world in 1966. If the present number of abortions (25-30 million) were added to the present increase of population, the increase would be 100 million instead of 70 million per year. Instead of doubling in 35 years the world's population would double in about 25 years.

2. Increased rates of starvation. —

Since starvation will be the primary non-military means of equalizing birth rates and death rates, increased numbers of people, mostly children, must starve. An annual number of 70 million such deaths is reasonable.

3. Increased rates of infant malnutrition and general misery. —

20 percent of the children born in developing countries die within their first year. Of the remaining, 75 percent will not have any medical care during childhood. Thus, in some developing countries, 30 - 40 percent die before their fifth birthday (UN study, 1970).

4. Increased rates of social chaos and disorganization. —

Jean Meyer of Harvard (quoted by Mr. O'Brien) thinks that social, economic and political deterioration will lead to stabilization of population long before food becomes a universal problem, provided we all learn to eat algae. Even then, he admits that many years of starvation for tens of millions will occur before we know how to utilize the algae.

5. Increased rates of illegal abortion —

The women of the world need a workable mechanism of family limitation when contraception fails (35 - 45 percent of births in U. S.) or is withheld by governments. Italy, France and Latin America all have high illegal abortion rates today because the government has outlawed contraception. Some women in South America have had over 20 abortions, all illegal. Can we call these women immoral, or desperate?

6. High maternal death rates. —

In the United States about 10,000 women die annually from induced illegal abortions. Some are self-induced, some by quack "doctors," some by members of the family. Most deaths occur to women from poor families; in New York City, non-white women account for a large proportion of the deaths from bungled, illegal abortions. On the other hand, legalized abortions are eight times safer than pregnancy and childbirth. If abortions were legal in the U. S., instead of 10,000 deaths per year, the number would be about 35.

7. Great unnecessary suffering to millions of homes. —

In many countries, 20 to 40 percent of maternity hospital beds are occupied by women admitted for injuries resulting from abortions. In Chile, which has the best statistics in Latin America, 17 percent of the transfusions and 27 percent of the blood supply administered in emergency wards were for women who had illegal abortions.

8. Availability of abortions only to the rich. —

They can fly to other countries to obtain medically supervised abortions. On the other hand, the poor and the young have the backs of society and the medical profession turned to them at the very time when they most need reassurance, advice, compassion and help.

9. Continued violation of the rights of the fetus — mere survival is not enough.

More important than the fetus' right to be born is its right to be wanted and to be born with sufficient physical, mental and emotional endowment to have the minimum potential for living. A Swedish study on children of mothers whose requests for therapeutic abortion had been denied, indicates that unwanted children are deprived of such minimal benefits. These children, when compared with an appropriate series of controls, showed a greater tendency to exhibit mental illness, anti-social and criminal behavior; they also received less education, more psychiatric care and more public assistance and were more often exempted from military service. The authors concluded that "the very fact that a woman seeks an authorized abortion, no matter how trivial her grounds may appear to some, means that the expected child runs a larger risk than its peer of . . . having to surmount social and mental handicaps."

The unborn child has the right to be born wanted and the parents have the right to want their child.

These are some of the consequences of maintaining our present laws. The world needs a leader in the area of population stabilization. The U. S. is still one of the most respected of nations (N. Y. Times Jan. 22,

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New Registration System Mostly Smooth And Fair

By REVA SEYBOLT and D. K. JOHNSON

Registration for Spring term was held on Friday, January 16 in McCullough Gym. This was the first time that the students registered en masse. According to the Registrar, Mrs. Helen Reiff, the new system worked well. The expected advantages were that it would save time and confusion in the Registrar's office, students would be able to find members of each department conveniently, and hopefully there would be less confusion generally.

The system was changed this semester because group registration in September for the freshmen was a great success.

However, some problems and complaints as to the fairness of registration did arise. These were mostly due to the inaccuracies and changes in the catalogue which was printed in May. Several courses were offered that were either not in the catalogue or bracketed as not offered second semester thie year. Several others were limited in enrollment but were not indicated as such in the catalogue.

Course restrictions and enrollment limitations are handled entirely by each department. In the past, notes have been sent to the Registrar's office informing them of any closed courses. Last year, says Mrs. Reiff, "we probably wouldn't have turned over a stone to see if there were any limits."

This year, however, in order to know how many computer cards to request for each course, the departments were asked for enrollment estimates and for any limitations in enrollees. In most cases, this worked well.

But in the case of some popular courses, the enrollment began to go over the previous estimates. Faculty either let everyone into the course and dropped some students later, moved up the limit, or closed the course at the limit. In several cases where a limit did not exist, the department members at registration closed the course at will.

The work load for a Middlebury faculty member is generally 3 courses. Usually only one of these would be a lecture course. The tendency in education here and elsewhere is to move away from the large lecture format.

Dr. Paul Cubeta, Dean of the Faculty, noted the desire of faculty members to fulfill a commitment to the material in a course, as well as the commitment to the students taking the course.

In order to honor the course material, many professors feel compelled to limit a course to a class-room size group or to a number which can be divided into reasonably small discussion groups. It is more than reasonable to limit courses, and even with increased faculty, students can not expect to gain admission to every course they would like to take. A small course is obviously a benefit to the students as well.

If we are to look forward to fewer divisional requirements and fewer required courses for majors, we must also expect to have more trouble in choosing electives, and even more confusion at registration time.

There are two ways to make this new registration system more efficient and equitable. One: An addendum to the catalogue could be printed in January that included changes in course offerings, restrictions, and limits. Two: Since there will always be cases of an unexpected demand for a course, there should be a general policy for limiting classes.

The professor should either accept all the enrollees at the registration, limiting the course afterwards by some known system, or he must limit the course to a **DEFINITE** number on a first-come, first-serve basis.

Course Meeting...

Continued from page 6

the college decides what direction to take in the department.

Mr. Harris met with the students in his advanced language courses to discuss working out a program for next year. His main consideration at that time was accommodating the two majors, and continuing the instruction of Greek and Latin.

The students asked about various alternatives to suspending the major. Part time instruction, perhaps by an instructor from UVM, a one year appointment to replace Miss Heibges, a way to commute to UVM for a course, and a more permanent appointment to increase potentially the size of the department to three teaching members, were suggested and discussed. Professor Harris said that he planned to talk the matter over further, and would let them know the outcome.

Harris talked to Dean Cubeta on Thursday. After that discussion he, too, believed that the department's major had been suspended. He requested a conference with President Armstrong, which was arranged for the next day.

While talking with the President, Harris suggested that the College do everything possible to retain the major, at least until it knew whether Miss Heibges would be returning. Since the President is a trained classicist and still very interested in teaching classics, Harris suggested that Armstrong teach one course, which Harris would supervise whenever Armstrong was away.

Harris also told the President that he would like to have a replacement, either part or full time, so that some courses other than the standard language courses would continue to be taught in the department. Harris did not feel, following this conference, that there was much possibility of another person being hired.

To students of classics and to the remaining professors in the department, the decision seemed already to have been made and finalized.

Considerable confusion still existed as to the future of the department that last Monday when Dean Cubeta stated that no one had ever said the major had been suspended (see article on page one). The most comprehensible statement made about the matter came from a Classics major: "So many people have told me so many different things that I don't know what anyone has said about anything."

Environmental Quality Group Plans Large Conference On "Earth Day"

By DANA WENTWORTH

Middlebury students, faculty members and town residents have formed an Environmental Quality group to provide information on a local level about the pressing problem of environmental pollution.

The group is concerned primarily with educating its members and the people of Middlebury about pollution problems. They hope to hold a large scale conference on "Earth Day," the nationwide environmental teach-in in April, and they have established a committee designed to combat the growing pollution in Otter Creek and other local bodies of water.

At an organizational meeting last week, Dr. Woodin of the Biology department spoke to the group about the harmful effects of phosphate wastes. Phosphates enter the water from detergent runoff, causing excess growth of blue - green algae which kills other water life.

The group discussed how it could warn local housewives of the dangers of using high phosphate laundry detergents. Some members plan to encourage a letter writing campaign to Congress in order to enact a ban on phosphates in detergents similar to the one recently passed in Canada.

Officers were also elected at the meeting and they include: Bart Hall, president; M'ryka Beyer, secretary; and John Cuneo, treasurer.

Last Friday evening, Mr. Arthur Gibb, state representative from the Middlebury area and member of the Governor's Council on Environmental Control spoke to the group about the state's plans for pollution control in Vermont. Mr. Gibb recognizes that "society is reaching out for recreational facilities," and that Vermont must protect itself from large scale development. Vermont's scarce topsoil isn't capable of absorbing large amounts of sewage, "and it is uncertain how many more people you can have in Vermont."

In addition many of Vermont's most desirable land areas are at higher elevations. The ecological balance at these elevations is quite easily upset, and Gibb noted that "perhaps the best use of this land is as a source of pure water." The state has passed legislation strictly limiting development of land at elevations over 2500 feet, but this affects only 3 percent of the state's land area.

There are also several bills pending which ask for central control of the environment, a long range plan for the State's development, and large budgetary increases for water clean-up.

The Student Senate has appropriated $250 to the Environmental Quality Group from the student activities fee.

A White House source reported last week that President Nixon does not dye his hair. However, it was disclosed that the President had once received a head transplant.

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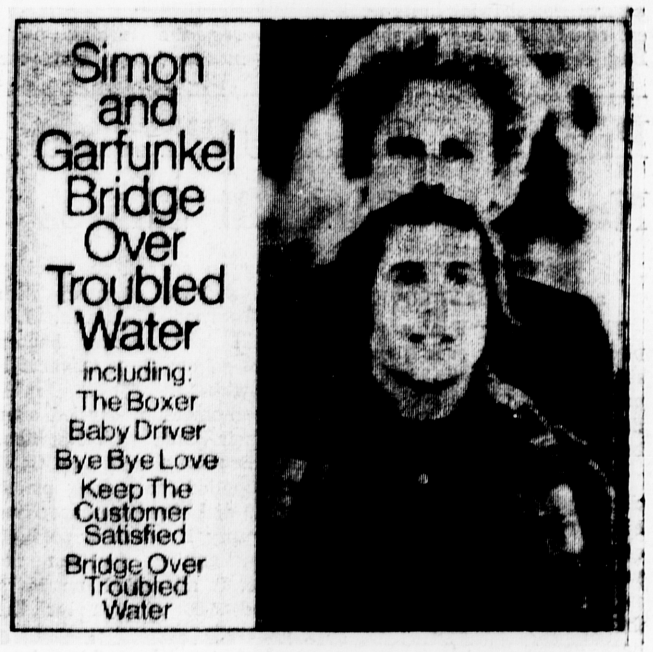

Other Columbia Simon & Garfunkel:

Wednesday Morning, Three A.M. (CS 9049)

Sounds of Silence (CS 9269)

Parsley, Sage (CS 9363)

Bookends (KCS 9529)

THE VERMONT BOOK SHOPS

Middlebury Waitsfield

SPORTS

Skiers Gain McNulty For Carnival

By SANDY HOLLIS

The Middlebury Panther ski team came within 1.6 points of upsetting heavy favorite Dartern Intercollegiate Ski Championships held at Williams last weekend. Only a brilliant showing by the Green in the second day of events saved the crown for them. The two eastern powers out-distanced the other eight competing teams by nearly 20 points.

The meet began well for Middlebury as it dominated the first day of events. The Panthers displayed both depth and power in the opening giant slalom. Captain Rat Reed led the parade of Blue skiers by finishing in first place nearly a full second in front of second place Bucky Doria of Vermont.

Freshman stand-out Bill Kenney was the next Middlebury finisher in fourth. Kenney, who had captured the Fiske Cup the week before, was only sixth-tenths of a second behind Dartmouth captain and Eastern team member Chuck Bent. Midd's third man was Tom Giebink in sixth, giving the Blue a team victory in the event.

In the other event of the day, cross-country, Middlebury made a surprising showing in its weakest event. Another freshman, Dag Berntsen, ran his finest race of the season in finishing second behind UNH's Cunningham. Berntsen covered the 9.3-mile course in 57 minutes and 2 seconds, only 12 seconds behind the winner.

The other two runners for Middlebury were Andre McMullen and Peter Scheffer, finishing 13th and 20th respectively. The combined scores of the two events gave Midd, the team lead at the halfway point of the meet.

The Saturday morning two run slalom was the event where Dartmouth made its bid to overhaul the Panthers. The contest, held under chilling temperatures with a moderate wind, ended with a one- three- six finish for the Big Green. Middlebury, with a strong attempt to maintain the lead, also placed strongly, with Tom Giebink running second to Bent, followed by teammate Reed and Jim McGill in seventh and eighth.

Coach John Bower had laid his strategy as conservative racing. To hold the lead, he felt that the team should have two racers ski moderately easy and finish, rather than risk the chance of falling. This theory payed off as Middlebury remained in the lead, tied with Dartmouth.

However, the turning point came in the jump, with the strong Hanover squad their strength behind the brilliant leadership of Scott Berry. Midd's John Guest placed a strong second, with Hugh Barber and Bruce McLaughery giving the Blue strong backup points in fifth and eighth position. This effort, as strong as it seemed, was not enough to match that of Dartmouth, and Middlebury was defeated by the slim 1.6 point margin.

This weekend the fight for top honors will be renewed at the Snow Bowl with Middlebury again taking dead aim on the team championships. Its hopes were given a boost with the news that **Joe McNulty**, one of the finest collegiate cross-country skiers, would be returning from Europe, where he competed for the U. S. national nordic team. With McNulty, Coach Bower will have strength and depth in all four events for the first time this year.

Defenseman Larry Dixon

Hockey Team Has 14-6 Record, Eyes Tourney

By NAT AYER

If you line up all the W's and L's for wins and losses, and mark them on a piece of paper, a beautiful sight awaits you. There are only three places where you see the L's, and the total is only six. W's dominate the progression: fourteen of them.

This means that the hockey team is succeeding in competition as no other Midd team has in ten years. And that it is currently in second place in Division II. And that a post - season berth in the play-offs is becoming more probable as the club enters into its final two weeks and it's last four games.

Dave Norton has snuck into first place in team scoring. He's scored 17 goals, and assisted on 12. Rick Kelley, and Iggy also have 29 points, but have fewer goals (16 and 13 respectively). First line winger Jim Glynn holds second place with 28 points, followed by defenseman Larry Dixon. Larry leads the team, if not the division, in assists with 25. He's also gotten one goal.

The Panthers have moved as a slinky toy in their last six games. They got St. Lawrence 8-5 and Hamilton 5-4. Then they paused in their winning streak for two games, losing to Bowdoin 6-2 and Colby 7-4. With 5-3, 7-2 victories over Vermont, Williams, they switched back to the predominating trend.

Their next opponent is RPI. It was played last night. They must have had trouble, however, for RPI has the reputation of a team that tries to win in just about any way it can. Harvard dismissed them from their schedule last year because of their unsportsmanlike conduct.

Glynn, Norton, Iggy, Knowles, and Boothroyd added the last five drops of victory champagne in the St. Lawrence upset. It was a close match, a 3-3 deadlock after the second stanza. Then Midd exploded, and the St. Lawrence goaler withered into a tiny mound that dashed about madly but never succeeded in stopping the Panther onslaught throughout the final 20 minutes.

Midd then moved into second place after squeaking through a tight - scoring Hamilton game. urr, Burr, Glynn, and Norton scored the first four, but the game was not decided until Boothroyd picked up the winner on a back-hand with a little under five minutes left.

Bowdoin broke through and scored on their first rush up-ice in the game. Midd never even haunted the "Polar Bears," except for two nasty stabs by Jim Glynn.

With sixteen minutes to go, and the Mules of Colby stomping by a sure margin of 6-1, the Panthers attempted a determined six-minute-three-goal rush that left them two goals short with 180 seconds remaining. A Mule kicked. A Panthr jumped

into a thrilling 5-3 revenge upset over state rival Vermont. Kitman and Nichols inspired the club with two goals in the first period. Valby, then Burr, twice, clinched the victory. Valby's goal I'm told was one of those stilling goals where Dixon burns a low slapshot and Gary touches it with a slanted blade and the puck hits the netting right back of the cross bar up high, and everybody freezes in awe and acreams. At Williams, Kelley put the

Continued on page 11

Panthers Sink UVM And Norwich, Cartmill Shines

By DAN DINOLO and RICK SAKOLOVE

The Middlebury Panthers have played .500 ball over the last six games, but even this improved record does not do justice to the way the team has been playing of late.

Things have finally started to click and the results have been encouraging: winning two out of three road games; dropping two of the three losses by a single point; and, highlighting the stretch, winning back to back games against UVM and Norwich.

Things opened with a sour note with the Panthers dropping the first game of a road trip to Tufts, as they were caught from behind in the closing seconds of the game, 61-60. This tough loss (no pun intended) was avenged as Middlebury followed with a victory over Bowdoin by the score of 76-69.

Back at home, Rich Browning's 22 points led the Panthers in an exciting game against Williams. It was not enough, however, as the victors squeaked by with 67-66 victory.

Things looked different on the 16th, when Middlebury hosted their old foes from UVM. The club had obviously not forgotten their one point loss of a few days before. They showed by playing an aggressive, head-up game, and walked away with a well-earned 62-60 win. Lee Cartmill took scoring honors with 22 points; Gene Oliver followed with 13.

This momentum carried over into their game with Norwich. Rich Browning and Lee Cartmill supplied the scoring punch with 19 and 29 points respectively. Jimmy Keyes cleared both boards, getting fourteen rebounds. It all added up to a spirited 66-58 triumph for the Panthers.

Unfortunately, the six-game stretch ended the same way it began — with a loss. The Panthers could not sustain the momentum which they had built up in the previous games. As a result, visiting MIT handed the team a 69-59 defeat.

Going down by as much as fourteen points early in the game, Middlebury closed the gap to three at the half. In the second stanza, John Flanagan put on a spectacular show, but it wasn't quite enough as MIT maintained about a ten - point lead until the end.

With four games remaining on the schedule, the team's record stands at 7-13. With a little luck and continued hustle, the team has a chance to better last year's record — a remarkable feat for a first year coach.

1970 WINTER CARNIVAL SCHEDULE OF EVENTS

FEBRUARY 26 - 28

	THURSDAY, FEBRUARY 26		Adult
5 P.M.	Classes End		Price
7:30 P.M.	Ice Show "Phantasmagoria"*	Field House	$2.00
8 - 11 P.M.	Wine and Cheese Party featuring Morninglory	New Dorm Lounge	$1.00
9 - 1	Carnival Ball "Shades of Blue"	Johnson Bldg.	$3.50 per couple
	FRIDAY, FEBRUARY 27		
9 A.M.	Friday Snow Bowl Admission*		$1.00
12 noon	Men's Downhill	Youngman Trail	
2 P.M.	Women's Slalom	Allen Trail	
2 P.M.	Men's Cross-country	Bread Loaf	
3:30 P.M.	Baseball vs. Norwich**	Field House	
4 P.M.	Women's Cross-country	Bread Loaf	
6 - 8:30 P.M.	Hockey vs. Norwich**	Field House	
7:30 P.M.	Folk Fest	Social & Dining Units	
8:30 P.M.	Ice Show*	Field House	$2.00
9 P.M.	Ski Movies	Willard Lounge	$0.25
	Dance* featuring Jam Factory Lee Collins Band	Field House	$1.25
	SATURDAY, FEBRUARY 28		
	Saturday Snow Bowl Admission*		$2.50
9 A.M.	Men's Slalom	Ross Trail	
10 A.M.	Women's Giant Slalom	Proctor Trail	
1 P.M.	Jump	Social & Dining Units	
5 - 7 P.M.	Folk Fest	Field House	$3.50
7:30 P.M.	Concert* featuring TOM RUSH		

**Admission by I. D. card

*Included on Combo Ticket

Combo tickets, Carnival Ball tickets, posters and program will be on sale daily from 10 A.M. to 7 P.M. until Thursday, Feb. 26. Gift certificates must be redeemed by Thursday, Feb. 26. Tickets for all events will be on sale at the door.

Buses to the Snow Bowl will leave from Carr Hall on Friday at 8 A.M., 12 noon. On Saturday, buses will leave at 8 A.M. and 12 noon.

In case of jump cancellation, Friday night ski films will be shown free at 2 P.M. Saturday in Dana, and the Field House will be open for skating on Saturday afternoon.

Letters To The Editor

Continued from page 7

limited sustenance her environment affords.

But if, with Aristotle, we conclude that each organism attains its fullest perfecion only as it bodies forth the essential character that was is unique potentiality — that Socrates in prison was more truly human than Socrates in diapers—then a hungry five-year-old child has a stronger moral claim on our consciences than his microscopic five-year-old fetal brother-to-be.

And it follows, as well, that the resulting years of anguish of the child's mother as she watches daily, the suffering of her children which she is powerless to relieve — that this anguish will weigh more heavily on our consciences than would the extermination of an inch-long fetus whose level of consciousness and richness of experience, if any, is presumably somewhat lower than, and less than, a blue gill's.

Unfortunately, as the ecologists are warning us, we have already reached the point where we have to **choose** between these two siblings: if a stabilized population is essential to the maintenance (or rather to the attainment for all) of he quality of life we and our parents have known, and if a substantial percentage of our fellow humans are too unlettered or too irresponsible to limit the size of their families by contraconcepion limitation is necessconception limitation is necessary.

Is it concern for human life, per se, or for human life of at least a certain minimum **quality** that should guide our societal policy-making? If the former, then our 50 states will in time become 50 Calcuttas. . .and jostled constantly in that great sea of humanity will we not, indeed, become calloused toward our fellow sufferers, whose sheer numbers have so "polluted" our environment as to put forever out of reach any possibility of a return to the quality of life we take for granted, today?

Moreover, if our concern is only for human life as such, then we will force every mother bearing within her an unwanted fertilized ovum to inflict that child upon society and upon her own life, and will say with Yahweh, Let the sins of the Fathers be upon the children unto the third and fourth generations.

But presumably the moral reflections of the human race have advanced over the past 3.5 millenia and the harsh retributive justice of 1500 B. C. has given way to a more humane sensitivity to the human condition. Or did Jesus, after all, teach in vain?

A society that for desperate reasons of overpopulation prevents a couple from having more than two children will admittedly offend our sense of traditional individual liberty, but a society that would compel a woman to bear and rear an unwanted child preempts 15 to 20 years of that women's only life and thus treats her as its slave.

Gregor Hileman

Capitalist Trick

To the Editor:

Once again we hear the rumblings of Middlebury administrative endeavour. They say they need more money to continue growth and to meet the cost of rising expenses. Most would agree that we are needing something, but perhaps it is not more money.

To give more money to Middlebury is to perpetuate Middlebury as we know it. The idea that more money will naturally help us is an old capitalist trick that has almost become a cultural preconception.

In this sense, if we continue to give more money we are tools of an Administration that may have stopped thinking for itself and began playing Follow the Leader with a hazy replica of ivy. Money may facilitate expansion, more prestigious faculty, and more recognition, but it may also further irritate more fundamental problems.

High tuition and Vermont location will continue to attract students who enjoy suburban college life while excluding difference in the form of people who can't afford Middlebury. Hence, we reflect a country that makes divisions between the Have and Have Not's.

Also, our percentage of blacks at Middlebury is incredibly small, and the blacks we do have are seemingly undemanding of things like black studies and improved black life. I suspect that all alike are victims of a discouragingly dependable Admissions, that does nothing less than provide us with stereotypes of our already overly homogenous whole.

If tuition should rise, then, there should be increased provisions for all kinds of financial aid and scholarships, and these provisions should be made clear and specific before we pay.

More money, then, means that Middlebury typology will remain. We should also question the prospects of our actual education improving, or, are we getting as much as we are giving? In a way, money can be seen in terms of comfort, and comfort in terms of smugness.

Maybe it is possible to connect this to the way in which relevence is brushed off by intent academics (and who wants to get cut down by a snotty answer?), or to the rhetoric we hear about our liberal education, when we turn around to face childish requirements and an absurd grading system that does nothing but promote an obscene kind of competition.

These, and other, questions currently "in" your basic "committee," but they are more tribal than bureaucratic issues, and they should be resolved before we assume the gesture of paying.

I am among those who complain that Middlebury is one dimensional and too placid — is it because we are getting a $4,000 education, and that is taking all our time? or is it because we are so effectively alienated (as as potential givers, as alumni, perhaps this is part of the problem) that we become manechins?

In sum, poverty can be seen in a wider context than economics, and in this wider context may lie our problem. What Middlebury needs is not more money, but more ideas.

Bruce Freeman '71

Hockey...

Continued from page 10

Panthers ahead in the first poor period. Williams tied it in the second, but Glynn, Burr, Boothroyd, Anderson and Iggy sealed their fate soon after. It was also in the second period that Billy Everett was penalized for five minutes. For drawing blood. He fell down and whacked the guy in the face.

Kelley punched home the seventh goal, and Midd musters its for RPI. Yesterday.

For a small fee, you may dedicate fillers.

Dabney-philes unite!

Classics...

Continued from page 7

On Thursday, a student spoke to Cubeta again, and the Dean re-emphasized the need for the faculty advisors to be actually involved in the 50's projects.

By Friday eight students had signed up for 50's projects to study Buckminster Fuller from the viewpoints of various disciplines. Harris was not allowed to take on any students for independent study because Fuller's work was considered to be outside the sphere of the language division in which he normally teaches.

Less than 30 percent of the students who originally expressed interest in studying Buckminster Fuller were ultimately accommodated. All the students involved agreed that a less "baroque" structure of instituting courses was necessary at Middlebury.

Grape jelly, spread generously over the body, is an excellent suntan lotion

Panel...

Continued from page 8

say it's the teachers' fault. . . but students share the blame for learning."

As the panel session closed, Arnold McKinney allowed one last question, calling on a young Black who defended the White-valued Middlebury curriculum as necessary for the future Black leaders. In a summation of the difference between Black and White communities at Middlebury, he said, "We understand you, but you don't understand us."

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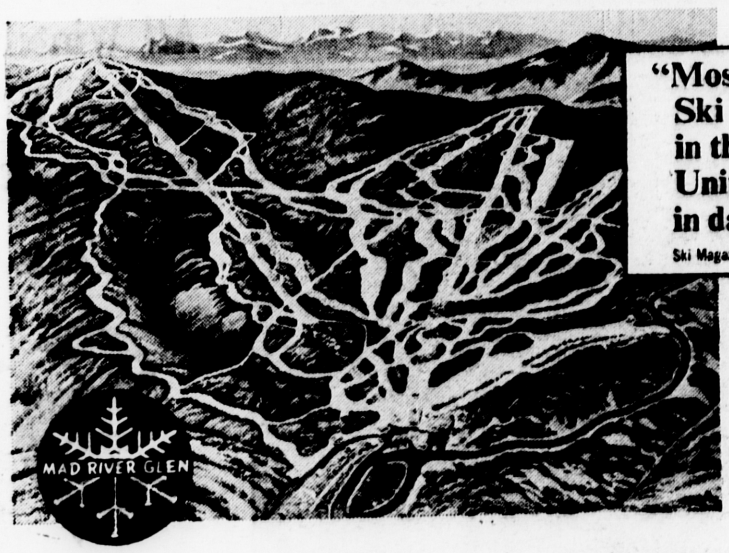

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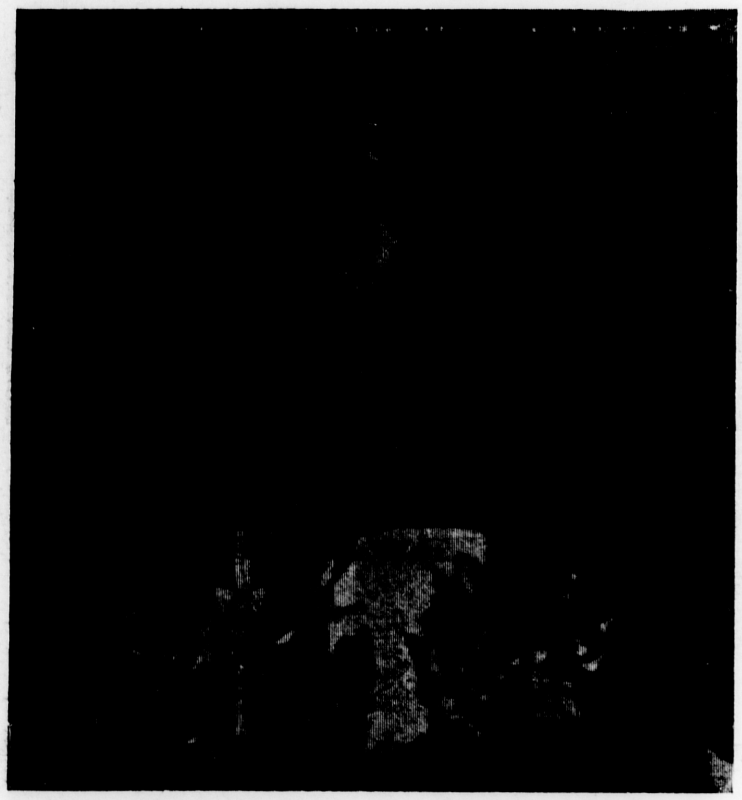

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